

LETTERS

Film: it's far too easy for teachers

Sir.—How I agree with Mr Jenkinson's letter... Films are to be seen... I am all too usual for pupils to sit watching and listening...

Why then do supposedly intelligent persons adopt this use of film media for their teaching? The reason is simple—it is easier...

The answer, of course, is that the number of staff must preview the film at least twice... It must be the one to make notes and from these produce his own teaching material...

There is little doubt that the experience described by Mr Jenkinson is the rule rather than the exception and should be deeply regretted since it has a spin-off effect on those of us trying to use film media for constructive learning...

NICHOLAS W. BAILEY, Head of environmental studies, Okehampton School and Community College, Mill Road, Okehampton.

Creative writing? It's appalling

Sir.—Put down any peevishness you detect in this letter to the fact that I write straight from marking 480 CES Creative Writing scripts... The exercise is calculated to leave anybody feeling peeled—and utterly bewildered at the same time...

'Wild' statement on under-fives

Sir.—Mrs Leake is reported (June 10) as having told the NAET conference... Walk into many reception classes in this country, and what do you find? Children with noise or often very limited speech, because one over talks to them...

Could Mrs Leake back up this statement with evidence? Recent studies in various parts of Britain have all found about 5 per cent of five-year-olds speak so poorly that they are unable to make themselves understood by strangers...

These figures include retarded children and those with hearing loss, and there is little evidence that lack of stimulation is a major contributory factor. As for inability to walk at age five, this handicap is found only in association with gross brain damage or physical damage...

Wild statements such as Mrs Leake's do no service to children, parents or teachers. BARBARA TIZZARD, Thomas Craun Research Unit, 41 Brunswick Square, London WC1.

subject of allowed and confidential discussion between the candidates themselves and the teaching staff of their respective English departments... I do not mean that these Creative Writing scripts are poor... I mean that they are quite appalling... Many of the candidates have no idea of what is expected from them...

Now I know the arguments against the teaching of spelling; but when they result in manuscripts which look like writing in a foreign language, the argument (or the examination) breaks down altogether... I am not talking about difficult or obscure words; I am talking about words with which the candidates have been familiar since babyhood... KEVIN MACCARROLL, 45 Taylor Abbey Road, Brighton, Sussex.

Let parents buy the pencils

Sir.—The news tells of planned brief return on the necessarily bleak issue of black students being encouraged to enter professional training, particularly teaching? Twenty years ago I spent years in Australia—having been taught in state schools in the city where so much was taking place...



"I wonder what he does in real life?"

Gone West, young man?

Sir.—Your issue of June 17 carried an Aristides item ("Lucks and lumps") describing the experience of George Phinson, head of mathematics at Wombourne Down School, London, who swapped jobs with a head of mathematics in a Bristol school for a week... I felt less tired at the end of a day in Bristol than at break in London!

ment requiring, as soon as possible, a head of the mathematics department at Wanderridge Down School... I had Mr Phinson's in-schooler considered what happened in the Garden of Eden once Adam tasted the forbidden fruit, he might have actively discouraged the swap in the first place. CHRISTOPHER J. COX, Head of mathematics (un swop), Huish Episcopi School, Langton, Somerset.

Black is special...

Mr Sargent (Letters, June 17) expresses pious indignation at the very thought of a special category of pupils... We already have this, whether historically through the emergency training scheme after 1945, or as now in the case of gifted students and others who do fully qualify in terms of minimum entry standards...

However, the most crucial question is not answered by my criticism... It is not clear that local authorities can establish special programmes for the welfare, education and training of minority groups... Whether or not acted through further education or in other cases through judicious use of the special entry schemes I have referred to is a matter of debate and judgment.

However, it is, I believe, both foolish and indefensible to use a period of contraction of teaching straight narrow-minded option of minimum entry qualifications... These are merely guidelines and are susceptible to more imaginative interpretation related to the real needs of schools. MARGARET MADEN, Headmistress, Islington Green School, Prebend Street, London N1.

...or a second-class label?

Margaret Maden's patronizing letter (June 3) in which she "now understands why blacks fail" will, taken seriously, do much harm in applying blacks in their fight for equality of opportunity... As a black teacher I am amazed at her suggestion that concessionary places be made for black entrants in colleges of education... Many black teachers already find it difficult to obtain positions commensurate with their age, qualifications and experience without being labelled as second-class teachers who only get on because they are black.

Another example of the kind of type-casting that blacks, in general, have to fight against... As a head teacher, she should know that pupil underachievement is often related to low expectation by the teacher... This is particularly true with black pupils... Another reason why many blacks fail is the lack of equal opportunity before and after the classroom... MARGARET MADEN, Headmistress, Islington Green School, Prebend Street, London N1.

Gospel according to Aristides

Sir.—The anonymous writer of the article on the Schools Council project: Music in the Secondary School Curriculum (Aristides, June 17) who described me as "one of the project's most enthusiastic pilot persons" seems to be falling into the same trap of many another "media person" in reducing, oversimplifying and labelling... However, I do, I believe, both foolish and indefensible to use a period of contraction of teaching straight narrow-minded option of minimum entry qualifications... MARGARET MADEN, Headmistress, Islington Green School, Prebend Street, London N1.

Calm before integration storm

Sir.—The 1976 law on the schooling of handicapped children stands upon democratically established laws... (After a two and a half hour comprehensive debate in the Commons on July 1, 1976, Jack Ashley withdrew a motion on integration; the Lords effectively changed the law in less than an hour—with no vote.) All the more important that we strive to keep our sense of balance...

How refreshing to find one person, Mr James Loring, director of the Spastics Society, speaking of what is to the advantage of the handicapped child... How refreshing to find one person, Mr James Loring, director of the Spastics Society, speaking of what is to the advantage of the handicapped child... R. G. LUDINGTON, Deputy Head, John Bird School for partially sighted children, Cobbold Road, London, W12.

State of schools cycling

Sir.—You carried on article (£30,000 may be wheeled in to boost cycling" (June 16) which reads as if it were an interview with me... It is simply not true that £30,000 has been offered to the English Schools Cycling Association... There is no unanimous benefactor as stated... PAULINE ADAMS, Head of music, The Archbishop Michael Ransay School, Farnham Road, London SE5.

Your informant to submit any article describing them as fact... The ESCA has no yet decided what it would do with any finance which might result from any negotiations... TAN CAMERON, North of England secretary, English Schools Cycling Association.

Handicaps of 'colour blind'

Sir.—It is undoubtedly true that a great many children are under-achieving at school for purely physical reasons—poor hearing or visual acuity for example... In some instances, however, one visual defect which is much more common than near-sightedness or squint among children, and that is Daltonism (usually but incorrectly called colour-blindness)... BARRY GRAY, 106 Lonsdale Drive, Rusham, Kent.

Facts behind forecasts, please

Sir.—In your issue of June 10, Auriel Stevens and Philip Vanning report interestingly on the problems caused by the falling birth rate... This is good news for all those interested in the future of higher education... M. L. SHATTOCK, Chairman, Committee of University Administrators' Group on Forecasting and University Expansion, Warwick University.

The bad old days

Peter Hebblethwaite rightly pointed out in "England raised up" (June 17) that Kingsley's cartoon in The Water Babies... The modern children's authors portray nineteenth-century child exploitation without euphemism... In some instances, however, one visual defect which is much more common than near-sightedness or squint among children... M. L. SHATTOCK, Chairman, Committee of University Administrators' Group on Forecasting and University Expansion, Warwick University.

Will the curtain come down on drama schools?

Sir.—I am confident that I am fulfilling the wishes of the Earl of Harwood and his colleagues on the Council of the Drama Centre, London, in thanking you for further airing their concern for the future of drama training in this country... Our original letter to The Times was occasioned by a survey of the attitudes of L.E.s to discretionary awards for drama, carried out in March... The council of the centre felt that there was a real danger that as, year by year, the cuts in educational spending were increasingly felt, the situation might easily deteriorate until it assumed critical proportions...

whatever in assessing the validity of the British system in training exists in its various drama centres... The council of the centre felt that there was a real danger that as, year by year, the cuts in educational spending were increasingly felt, the situation might easily deteriorate until it assumed critical proportions... CHRISTOPHER FETTES, Director, Drama Centre London Ltd, 175 Prince of Wales Road, N.W.5.

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Blaming the victim?

Gus John explores some of the issues raised by the National Association of Youth Clubs project 'Youth and Race in the Inner City'.

In education the Hunt report, immigrants and the youth service, was seen as offering guidelines and objectives for education and the youth service in relation to young immigrants. Section 2 of the 1966 Local Government Act empowered local authorities to claim grant aid, if they were required to employ extra staff as a result of substantial numbers of immigrants from the Commonwealth within their areas whose language or customs differed from those of the community. The youth service was also to benefit by this.

The argument that when those "immigrants" born in this country were socialized into our norms and values, went in our schools and spoke our language, they would not have the problems of adjustment which made it so difficult for their parents' generation, still seemed sensible to many.

The NAYC therefore attracted Government funds to investigate multi-racial youth work. Attention was to be given in youth clubs that were successfully racially mixed and to reasons for their success as perceived by the youth workers involved. Such evidence of good practice was to be documented and made available in areas where there was a tendency for clubs and youth projects to become all-black or all-white.



The concern of the youth service with black young people must be seen in historical perspective. The position of these young people in our inner cities and industrial towns has been a source of concern for policy makers and providers of public services for some time. The black population and community groups within it have also been concerned, for vastly different reasons. Increasingly, they see black young people as a group under attack, defined in a certain way by white society and race relations experts, virtually compelled to have a marginal existence within this society, and not lacking in attention from control agencies.

It is not by accident that young blacks have been identified and singled out for such attention. It is an inevitable result of the way in which black people came to be defined as "a problem", and of subsequent policies and practices. A preoccupation with "the problem of immigration", "the problem of coloured immigrants", "the problem of second-generation immigrants", "the problem of coloured schoolleavers", is about one and the same thing: the failure of the white majority to accept that racism is endemic to its political and cultural heritage, and that there is a relationship between black people as a racial minority and Britain's political economy.

Much race relations work has been underpinned by an ideology which defines black people as the problem. Benign and liberal attempts, and even the best intentions, have been made to iron out or compensate for the deficiencies of the black "strangers", in order that they might function more normally within British society. There is evidence that this ideology will ensure that "stranger" and "alien" status will be conferred on British-born blacks, even to the nth generation.

In 1973 the National Association of Youth Clubs and the youth department at the Community Relations Commission drew up a proposal for an action-research project in multi-racial youth work. This came at a time when pundits were making impressionable pleas for Britain to accept that it was a multi-racial society, and for that to be reflected in the nature and composition of youth work, social work, education, the church, the police and the army.

While this was of considerable interest to those concerned about the apparent segregation of black and white young people within the youth service age range 14 to 21, it was seen by many youth workers as of little consequence, and a diversion from the issues facing young people, black and white, in inner city areas.

From 1974 to 1976 the project operated in 16 cities and towns in the North-West, Midlands and the South. An assessment was made of the use by black young people of the youth service and of the definitions of their position which youth workers employed as a basis for action. Young people's definitions of themselves, the youth service in relation to themselves, and the use they made of alternative services in the community, including their self-initiated schemes, were documented.

By mid-1975 it was clear that there was a tendency among youth service officials and white youth workers to assume black young people were no different from other young people. Even when some defined them as deviant their deviance was explained by theories about the urban poor, inter-generational conflict, and the strain for children of a migrant population of finding their place in the receiving society.

It appeared that youth service administrators and youth workers tended to be resigned to the fact that some youth clubs had become all-black, although they saw this as undesirable. For the most part they viewed such clubs as a necessary consequence of the cultural preferences of whites and blacks.

"The blacks like reggae and soul music and they want their music to dominate." "The white boys don't like the way the black boys treat the white girls, and the way the white girls fuss over the black boys." "The whites find their music, their dress, their talk and the way they dance very threatening because it excludes them, and they resent that."

It is a short step from this to the suggestion that more black youth leaders ought to be trained to work with these young blacks. Black youth workers are presumed to understand their customs and way of life, and it would be considered more acceptable for them to impose discipline than for white youth leaders to do so.

Most black youth workers accepted, no less than their white colleagues, the

claims of the youth service to be about social education, and providing opportunities for adolescents to learn social skills. Few black youth workers seemed to understand that the only way the youth service, given its historical function, could accommodate the assertion of their identity by young blacks, was by controlling it. Here, as in education, providers are more concerned to make people fit the service than to enable services to be responsive to the needs and potentialities of those concerned.

While rejecting the original remit of the multi-racial project, youth workers were concerned to list a series of demands being made on them by black young people which had led them to re-evaluate their role. As one put it: "I felt I needed to have my job description rewritten, and a whole set of resources put at my disposal to make my role viable."

Of more concern than the harmonious mixing of black and white youths were the many areas of social need in which young people felt it was the youth workers' duty to get involved. These included help with job-finding, assistance with preparing for interviews, fares to the untempting place to try to find work; problems at school, frequently centred around suspensions, expulsions, and not being allowed to sit GCSEs; homelessness—particularly among those whose families were rehoused on new estates miles away from the city, but who continued to spend their leisure time (that is, all their time) in their former surroundings; and the problem of police harassment of young black people.

Arising from the latter were constant requests for help with legal advice, court proceedings, and assistance in persuading parents to attend court, reminding up other young people as witnesses, and accompanying them to solicitors' offices.

There is nothing extraordinary about these areas of involvement. They are features of the daily lives of inner-city youth workers, particularly those working with "unreached" youth who feel youth clubs have nothing to offer them. But here the similarity ends.

While many youth workers use traditional casework methods in response to such problems, and see individual counselling and teaching the individual to cope as a suitable response, black young people view their day-to-day experiences as expressions of group oppression. What is important is not that poor white youths in the same areas experience the same problems, but that the subjective experience of black youths as being racially oppressed is rooted in their awareness of

the structure of inequalities in their black people in society.

Their experience of education, alien and second-class status, black people, and their parents as a group, more of whom might not be allowed near British shores; their feeling that the activities of the school, to be congruent with the labour market expectations of them, and with the wishes of the police when they refuse to show labour force, and refuse to collude with the schools—all point to the fact, however much one quantifies disadvantage, one cannot obscure facts of racial oppression.

The youth service, the social services, the police and the courts are seen with a generation of black people who defined as being neither economically desirable nor socially acceptable, but whom England is home, however violent the "back to Africa" philosophy might be among them.

Black young people see youth clubs as clubs in the traditional sense, more as territory within which they can express cultural preferences and political options, establish an identity collective as young blacks, and resist the redefinition by the state. The ethos of the youth club, voluntary or statutory, is that of some black self-help projects funded by urban aid or the Community Relations Commission.

After the original remit of the multi-racial project was abandoned, a programme of research and development was devised, in consultation with young people and youth and community workers, to establish the role of the youth service in relation to black young people and provide youth and community workers with information to assist their action. This work, begun in April, 1976, is done in 12 places.

Assessing policy within the youth service on any issue is a hazardous exercise. The service is what organizations, unions and interest groups make it, riddled with political ambiguities, both statutory and voluntary bodies, and a benign concern for the welfare of the nation's youth.

Some local authorities and voluntary organizations have only recently accepted the fact that there are black people in their midst. A cynical



their involvement in work with black young people would be that they wish to be seen to have done their bit in race relations. What they do is seen as special, and usually separate from the mainstream of normal activities.

There are those in central and local government who argue that an attack on racial disadvantage ought to be part of a general attack on urban deprivation. Here youth work with black young people finds itself with real problems.

The objectives of black self-help youth projects are an less politically unambiguous generally. One reason for this is that such projects are working with policies which are no more acceptable than the definitions of the position of black people that give rise to them.

Policies were formulated which focused attention on black people, their language, their background and their culture, rather than on institutional racism. Having placed the blame on the "victim", social policy responses were couched predominantly in welfare terms, even allowing for the political objectives of anti-discrimination legislation.

The period 1965-71 saw the growth of a number of militant black organizations concerned to expose the racism of the system and to organize black people to resist its oppression. The philosophy of negritude and of black power, and the development of the non-Africanist movement were evidence of the internationalization of the black struggle. They helped to clarify for Britain's black population the relationship between them and the white metropolis should be, and how they should react to their experience of white power.

However, by 1973 that brand of militancy had been all but accommodated by the system, or encouraged to fade away. The 1968 Race Relations Act heralded the formation of the Community Relations Commission. In May of that year Harold Wilson announced the Urban Programme. The change in the black response, the transition from protest to the activities of the Community Relations Commission and the existence of urban

A report in 1976 entitled Local government approaches to urban deprivation studies, Birmingham University, quotes officials from local government departments and other agencies as saying that

the problems of the coloured communities were not being given proper consideration by local or central government. Some officials felt this failure was for political reasons.

The Community Relations Commission and its self-help scheme, together with the Urban Programme, has given many local government departments an opportunity to place their responsibilities to black people into other administrative pigeon-holes. On the one hand, they say the Urban Programme was not intended specifically for black people; on the other, they see it as too risky politically assigned to cater for black people. Nevertheless, they retain the power to decide whether to contribute 25 per cent to the cost of any project seeking urban aid.

Given the general lack of concern for black people in local authority areas, the pattern has emerged within the black population of competing groups identifying areas of social need and scrambling for priority for their urban aid applications. Local town halls astutely play one group against the other, suggesting that, regardless of the size of the black population, only one group should claim to represent the needs of the black community at any one time. The amount of organized disruption this has resulted in among black people should not be underestimated. It is often accompanied by the observation that "they're always fighting amongst themselves".

And for what? As the information and research officer at the Runnymede Trust has observed: "The Urban Programme was not intended as a race programme, although it was hoped that the black population living in deprived inner city areas would, like the other inhabitants, benefit from its provisions. Some funds have been allocated to specifically black projects, but these remain small. The only phases in which significant amounts of money were given to black self-help projects were phases 7, 11, 12 and 14. A Runnymede Trust research worker has calculated that the total given to such projects during those phases was £708,036. This represents approximately 5 per cent of the total of about £13,825,000 allocated to voluntary projects."

One does not need to emphasize how economically active black people are within the British economy, nor how great their contribution is to rates and local ser-

Far left: "Black youth is bitter and angry", Prince Charles was told during his celebrated intervention between police and demonstrators in Lewisham last month. Left: A Brixton arts centre, one of the many urban projects catering for young black people.

they see as protecting society from the blacks.

Witness the media, police and courts' reactions to the issue of mugging. Nothing is better destined to stir emotions than headlines about young blacks on the rampage, mugging citizens going about their lawful business. The concern with mugging has encouraged the police to engage in widespread abuses of young black people, under the guise of maintaining law and order and cracking down on mugging. These abuses occur particularly in the context of arrests under the "sus" laws, and they occur to a pattern in London and the provinces.

Police attention is focused particularly on black young people in shopping precincts and in commercial areas generally. Shirley Summerskill, in a written answer to a question on arrests under the "sus" laws, stated on March 3, 1977: "In 1976 2,112 persons were arrested in the Metropolitan Police district for loitering with intent to commit an offence. Although separate figures were not available, 887 were recorded as being of an appearance which included West Indians and black Africans. In 1975, the latest year for which information was available, 1,746 persons were proceeded against for this offence at magistrates' courts in the Metropolitan Police district. No breakdown of these figures by appearance or ethnic origin was available."

Young black people experience daily the opportunities this piece of legislation gives the police. In Manchester and in London youth workers have been involved in cases where groups of young people were arrested on "sus" charges, heading up not forced to "apologise" on other young people allegedly involved in handbag snatching and pickpocketing.

It is easy for such matters to go unnoticed except for the protestations of the black community, since the dominant view within society is that the police have a difficult enough job in their fight against crime, and should therefore be supported rather than criticized.

When the police argue that the adult black population is on the whole low-achieving and hard-working, and that the youths are constituting more and more of a criminal fringe or sub-culture, they are trying to divert attention from the fact that the situation of black young people and of their parents is essentially the same.

Black youths are suffering with and on behalf of all black people. Their parents cannot afford to accept the police or society's definition of the youth as a deviant group, since this gives the respectable black community a bad name. In this generation of black youths, predominantly British-born, the adult black population have their best allies.

Similarly, they should show themselves to be allies of the black youths. It is only through an appreciation of the relationship between their position as a racial group, and their class position in British society, and an acknowledgement of their power as an economically active labour force, that meaningful responses by the black population can come about.

For their part, it is essential that the white working class attenda more consciously to the meaning of its own historical struggles. The race factor will otherwise undoubtedly continue to divert attention from the real issues, and engender a false consciousness among both whites and blacks for generations to come.

The current objectives of the youth service, and the objectives of piecemeal programmes, do not bear much relevance to the realities of this situation.

Gus John is Director of the National Association of Youth Clubs Action Research Project 'Youth and Race in the Inner City'.

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20 Books/Psychology

An uneasy elite

Mary Warnock on educating gifted children

The Psychology and Education of Gifted Children. By Philip E. Vernon, Georgina Adamson and Dorothy E. Vernon. Methuen £5.95, 416 84390 5.

The three authors of this book work in Calgary, Alberta. Its first relevance is therefore to Canada and the United States. But Philip Vernon used to be at the Institute of Education in London, and much of their research comes from and is relevant to England.

The main weakness of the argument for special teaching, with its drawing of enrichment, for the gifted, as it is conceived here, is an ambiguity in the concept of "the gifted" itself.

One could thus envisage a mother who sends her child to a music school for musicians, drawing children from all parts of the country...

Are you scholionophobic?

Rowland Berry

Phobias and Obsessions. By Joy Malville. Allan and Unwin £4.50, 04 150063 6. £2.25, 04 150064 4.

The least useful part of this excellent book is its second appendix, a glossary of Pommier and Rare Phobias. Since it will inevitably and usefully be read by many phobics, it is best to the degree of familiarity or rarity might have been reassuring.

There are an estimated four million phobics in Britain. Probably half million of these are agoraphobics. Agoraphobia (fear of open spaces) is already with us, and its incidence is rising.

There are an estimated four million phobics in Britain. Probably half million of these are agoraphobics. Agoraphobia (fear of open spaces) is already with us, and its incidence is rising.

21 Books/Local History/Music

Heart of England

Shirley Toulson

The Western Midlands: A Journey to the Heart of England. By Caroline Hillier. Gollancz £5.95, 575 02167 5.

With the dwellings of the workers on the other side of the city, bathed every evening in the aurora borealis of the Black Country—the swaling light of a hundred furnaces and forges roaring all through the night.

It is a happy coincidence that Carolina Hillier's book appears at the same time that Elinu Burritt's account of the Black Country (first published in 1868) is reissued. With these two companions, the explorer who penetrates that country via the M1 or New Street Station will find undreamt of riches.

Baroque bandwagon

John Holloway

String Playing in Baroque Music. By Robert Donington (with recorded illustrations by Yehudi Menuhin and George Malcolm). Faber £8.80. (Including 12-inch record), 571 10014 7.

This book reflects both the growing popularity of Baroque music and the increasing interest in outlitic performance practice. It stands on three planks—its musical ideas, its technical suggestions, and its demonstration record.

Professor Donington seems to me to misrepresent the essential character of Baroque music, which is rhetorical, conversational. The "affect" or expressive motivation of each short phrase, and the vivid portrayal of question and answer, are of far greater importance than "flee" or "long" which is largely ignored.

Melodies françaises

Jill Gomez

The Interpretation of French Song. By Pierre Bernac. Gollancz £7.50, 0 575 02207 8.

Pierre Bernac's Interpretation of French Song first appeared in 1970 and is now reissued in a revised edition. It is an invaluable study for everyone interested in performing French songs.

Land of the white rose

Ian Beckwith

Life and Troubles in West Yorkshire. By Marie Hartley and Joan Ingley. J. M. Dent £7.50, 460 042394 4.

The captains and the kings come and go, armies advance and retreat, the nations of the world, but history is made of the lives of ordinary people.

It was Dr Johnson, however, who wrote that "The true state of every nation is the state of common life... whose aggregate constitutes the people who are found in the streets, and the villages, in the shops and forests, and from whom collectively considered must the measure of general prosperity be taken."

Under the microscope

H. C. Dent

Popular Education and Socialization in the Nineteenth Century. Edited by Philip McCann. Methuen £5.50, 416 81110 8.

The current generation of historians of English education, believing (justifiably) that their predecessors treated it too much in isolation from its political, economic, and social setting, rely greatly on sociologically oriented research as a means to a truer perspective.

Bowing low to the Monarch?

Frank Finch

French and the Monarchy. By William Davis. Hutchinson £4.95, 09 129 370 7.

After the Niagara of printed ephemera and manufactured rubbish of the Jubilee, this anthology is civilized and new. According to its present editor, "bowing low to the Monarch" is a modern contributor's tend to fall over backwards to it.

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P. R. Lancaster and S. Mitchell September 1977 about £3.95

If you would like a complete copy of any of these books, please write to: Richard Gaddy, The Macmillan Press, Little Essex Street, London WC2R 3LP.



EXTRA Home economics and health education

To be judged on its merits

Jean M. Roberts of the ATDS on attitudes towards A level home economics as entry qualifications for higher education and training

During the past year the Association of Teachers of Domestic Science has been investigating the attitudes of professional organisations and institutions of higher education towards accepting A level home economics and dress and textiles as qualifications for entry to courses of advanced study and training.

Although there is still much work to be done, it has been possible to produce an interim report. These findings should be regarded as in no way exhaustive or conclusive as changes are occurring almost daily in the field of higher education, but it is time to take stock of the situation.

On the whole, replies to requests for information were helpful and showed a willingness to accept further representations where this might be of value. In a few cases, however, it was depressingly obvious that the writers were totally unaware of the contents of modern home economics A level courses and were replying from a position of complete ignorance.

What is more they were not even prepared to remedy things so that the case for the subject could be judged on its merits. This is regrettable for many reasons but particu-

larly because able and gifted students may be deterred from courses for which they are very suitable and to which they could contribute much. Conversely these same students are being lost to other establishments and courses more readily prepared to accept the subjects they offer.

Hopefully there are few of these cases and we find that most colleges of higher education, an increasing number of universities and polytechnics, especially social studies and food science departments, many professional organisations including some major teaching hospitals, and the Civil Service readily accept home economics, but a lack of familiarity with the demands of the relatively new dress and textiles syllabus makes its position less favourable at the moment.

It would be wise to emphasize that it has never been the intention of the ATDS to suggest that home economics or dress and textiles should replace specific course requirements. But it deplores statements designed to exclude candidates offering these subjects as, for example, one of three when other subjects unrelated to a particular course of study would be acceptable.

When home economics was first included in the school curriculum it was a domestic subject concentrating on training into the less well-to-do girls the necessary practical skills to enable them to earn a living and eventually run a household efficiently. We, who teach the subject today have every reason to be proud of our forebears who did so excellent a job and fulfilled a social need in a way in which no other subject in the school curriculum could have done.

From these humble beginnings we have developed courses which have been carefully graded in content, depth and difficulty according to the intellectual capacity of the pupil. Home economics teachers now find themselves in a world where new products, new equipment, new methods of using resources for the wellbeing of the family and of the whole community are being developed so rapidly that they are required to accept the role of dietitian, scientist, technologist, social scientist and expert on consumer affairs as well as having to show practical expertise. From this it must be obvious that to illustrate A level home economics and dress and textiles as non-academic or a soft option is as foolish as equating maths with sums or English with writing.

Over the past few years examining boards, through their specialist subject committees, have carefully scrutinized their courses with the result that new, stimulating and increasingly demanding A level syllabuses have been developed. These syllabuses, specimen papers and often reading lists are readily available and very worthy of perusal as an indication of the searching nature of present-day courses. Such scrutiny and development and for all the ill-informed and outmoded concept of the subject apparently still held in some quarters.

Perhaps because its background was so different, home economics has had a greater struggle for recognition than would otherwise have been the case. Now, with the stimulus provided by worthwhile syllabuses through the excellent work done by examining boards and the encouragement and support of the Schools Council, we can boldly and confidently state our case for the positive advantages to be gained from taking an A level course in home economics and dress and textiles by students of both sexes.

If we accept that a student entering higher education must have an open and inquiring mind, the ability to read and research widely and to apply his knowledge, where would one find a subject requiring these qualities in greater abundance? The subjects demand a knowledge of scientific and social facts and principles but, even more important, they require the ability to comprehend and to apply and relate these facts and principles relevantly to the family and to the wider community.

Our students must therefore be resourceful, independent, possessive and eventually expert in using new developments wisely and yet exploiting them to the full. They must be able to experiment and evaluate activities that require both practical and intellectual expertise, but above all they must possess that highly prized attribute — common sense.

Unfortunately many interested and potentially good students have been discouraged in the past from taking the subjects because of the false attitudes within the schools and in higher education. It is, however, very encouraging to discover from correspondence that the more able students are now fighting their own case.



CONTINUED ON PAGE 4

MIDDLE
Modern Language continued

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EDUCATION DEPARTMENT

PRIMARY

DEPUTY HEAD, Group 5

MIDDLE

TEMPORARY TEACHER OF MATHEMATICS

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Other than by Subject Classification

Other Posts on Scale 2 and above

Scale 1 Posts

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Other Posts on Scale 2 and above

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DEPUTY HEAD TEACHER

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DEPUTY HEADSHIP

Scale 1 Posts

Other than by Subject Classification

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MILLS & BOON
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We all know that health, physique, and productivity depend on having enough of the right food. But somehow the concept remains largely theoretical, Patty Fisher offers a four stage teaching plan

Towards better food habits

Home economics is one of the most expensive subjects in the school curriculum. As the cost of living rises, so does the cost of teaching, because that living is what home economics is all about.

It is anomalous that our home economics relating, planning of syllabuses, objectives of work, exams, and our textbooks, were all conceived in the era of cheap food, fuel and labour—which is now gone for ever. But they are all being used today, although the cost of all three is at an all-time high and is likely to go higher.

Is it practical now to use left-overs of joint at 90p a lb, and potatoes and cabbage at 12p and 20p a lb, to make shepherd's pie and "Bubble and Squeak"? The need for realistic teaching is urgent.

We are taught that health, physique and productivity depend on having enough of the right food. But somehow the concept remains largely theoretical. We see weedy and obese pupils eating poor value, high calorie foods, instead of the school menu.

The next step is to calculate and collect lists of food portions supplying a percentage or fraction of those selected nutrients, arrange that table by side, and underline those foods appearing in more than one list. We can now see that some of the foods are surplus to requirements, and are good sources of several nutrients.

For example, white bread and flour are good sources of Calories, iron, protein, vitamins B and calcium; cheese and milk have good supplies of Calories, protein, calcium, vitamins B and retinol (vitamin A); margarine has Calories, vitamins D and retinol. Liver, any kind, is rich in protein, iron, retinol, vitamins B; legumes (peas, beans, lentils) have protein, iron, vitamin and thiamin.

From these available foods, a core group of foods can be chosen in amounts which supply almost all nutrient needs and about one half the energy needs of average people. The rest of the energy intake can safely be left to personal choice—what you like. It balances energy spent. This core group is the diet which is produced from the evidence of the food portions.

When eaten it supplies enough of the right foods.

The teaching line is "eat these first". Then eat what you like."

The method combines control and some freedom of choice. This core group for a nation is hard to produce and needs expert choice and calculation, but it is easy to use.

We can evaluate foods by calculating the food portions needed to supply all or a fraction, of the recommended allowances. For

example, one third of the iron needed by teenagers daily can be supplied by any one of these portions—one teaspoonful curry powder; a small can of baked beans; 4 slices of wholemeal bread; or 1oz of ox liver. A whole day's allowance of Vitamin C can be provided by a small orange; 1oz green or red peppers; two 6oz lettuce, 3lbs apples, 7oz fresh or tinned tomatoes; 3oz raw cabbage, 1oz blackcurrants.

Exhibiting these food portions supplying selected nutrients, and 100 kcalories, helps pupils to see the values of foods and make a good choice. By pricing the portions, the Best Buys for food value can be identified then we can teach attractive.

Material to be taught must be carefully selected from textbooks and medical and chemical facts reduced to a minimum. A simple functional approach is recommended, viz. that food is needed for (1) Muscular energy, (2) Growth and (3) Vitality.

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Graduates from Gloucester

by Marie Edwards

Gloucestershire College of Education is now part of the Gloucester Institute of Higher Education. Its main role as a home economics teacher training institution.

The college was founded in 1890 by Mrs A. T. Payne of Straud, of three sisters, another of whom became Mrs Sidney Webb, described as being "beautiful, enthusiastic and humorous". Mrs Payne also had the ability to persuade, influential people to give money so that the school prospered and the number of courses increased to include "teaching diplomas in domestic science, cookery, laundering and housewifery". By 1911 the college included lectures on economic conditions of the time and the history of the subject.

Following the merger there have been four other women principals: Miss Florence Badger, Miss Ruth Whitaker, Miss Ella Taylor and Miss Nanette Shaw. This tradition was broken in 1973 with the appointment of the first male principal, Dr John Williams. The earliest principals were products of a society in which a knowledge of domestic science was to be useful for all women. Many of those in the upper classes of society often recalled in horror from their own days the conditions they discovered in the homes of the workers.

This was the attitude which led Mrs Payne to found what was to become the Gloucestershire College. In her early years students were perhaps to be found in the middle class but were in the vast majority, as girls became available, more and more from the lower classes where food and fuel had become scarce.

For years home economics was taught to the staff and the range of subjects was extended to include educational management. In 1926, a degree course was launched in association with the Bristol University. The principal had returned from a visit to the United States to see how a degree course in education could be run. In 1933 a women's recognition of the college by the University of Bristol was granted in the form of a diploma in domestic science, and research workers, as well as teachers, women were needed with a higher scientific background than was then available. This first B.Sc. (educational science) was offered until 1950 when it was superseded by a B.Sc. in Education, which has now been awarded for 27 years. It was the only educational science degree offered by the university.

From the 1920s onwards, the college expanded, particularly in the 1950s. During that time the college diversified to include general teacher training, diploma courses in infant and primary school preparation for the B.E.C. honours and the B.E.C. honours degree in Education, which has now been awarded for 27 years. It was the only educational science degree offered by the university.

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Cathy Crawford assesses the education programme of the Family Planning Association

More than the facts

The education unit of the Family Planning Association launched its sex education plans for 1977 in November last year with a programme of courses in London, and hopes of an increase in the number of requests for courses from outside agencies all over the country. It is now a good time to review the work that has been done, and the work that is planned, set in the context of the sex education scene in this country.

In July 1978 the first group of home economists with BEd degrees (CNAA) will be leaving Gloucestershire College. These young women will form one of the first large groups of graduates in home economics in this country.

We have to recognize that there are many opportunities for employment in addition to teaching. These include product testing and control, research and product development, consumer organizations, the nationalized industries, social services, journalism and the retail trade.

Some of these careers demand a high degree of scientific knowledge and there is a national shortage of home economics graduates with scientific qualifications of the right kind. The diversity of employment requirements is encouraging development of a Diploma in Higher Education and the proposal for a BA is aimed to take up work as home economists in these fields.

In 13 years' time the college in Gloucester will reach its centenary. No doubt there will be more changes between now and then. Why is certain that the knowledge developed over the past years will be built on in the future.

In the past, many colleges have looked for attainment in a science subject—particularly the physical sciences. At Gloucester we are more concerned with evidence of intellectual ability so that we are prepared to accept students if they have any aptitude. We look in particular for evidence of analytical ability and a particular interest in O level science passes.

It is clear therefore that students embarking on degree courses in home economics should have a high level of attainment in the sciences and a high level of intellectual ability. This is a high level of attainment in the sciences and a high level of intellectual ability.

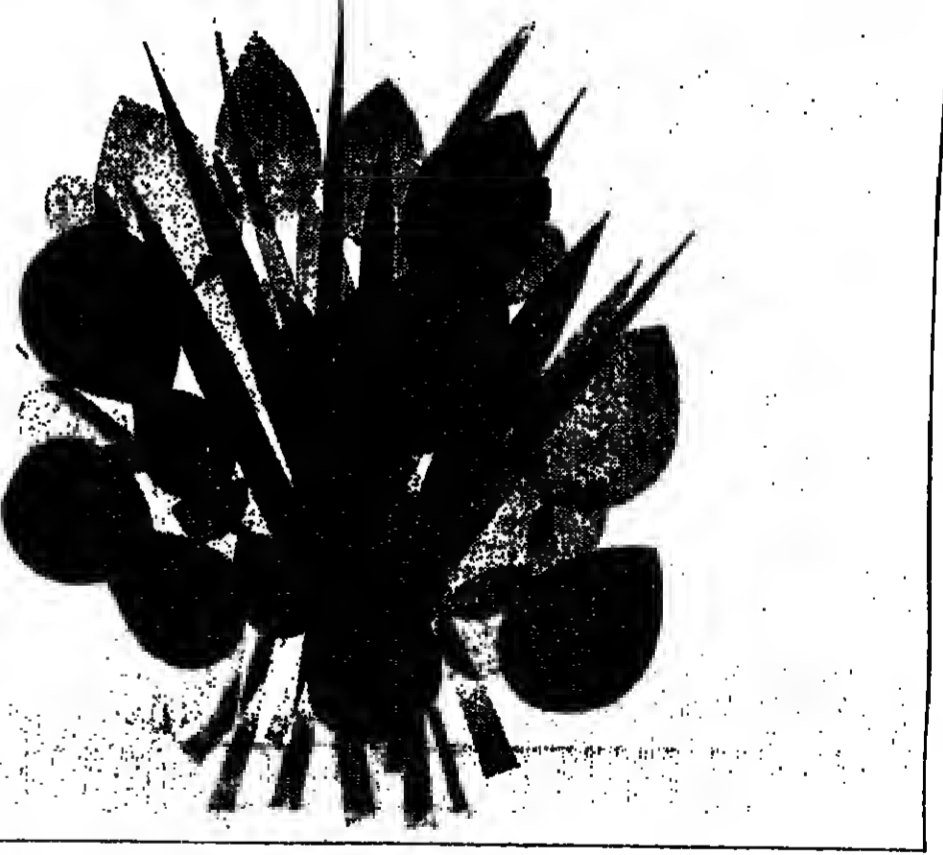
The compulsory core elements in the second and third years consider wide issues relating to consumer education, housing and the community, organic, textiles and design, nutrition and comparative anatomy. In the third year students extend the field of study, further allowing students to choose a specialism which may lead to the honours year. Examples of such choices are: "Economic and Textiles", "Fashion", "Fashion and Textiles", "Food Supply and Population".

Close links with schools in Gloucestershire and the surrounding counties are important and very much fostered. In the first year groups of students, together with a tutor, visit a school four or five times so that they get to know a group of children well and begin to understand some of the problems faced by home economics teachers in schools.

This work is developed when the teachers come into college to discuss their problems. The children also visit the college. Block teaching takes place in the second and third years.

In the second year local schools are used but by tradition the third year teaching practice takes place in Birmingham and Warwickshire where similar links have been established between the schools and the advisers for home economics. The multi-cultural environment of many of these schools has had its influence on our courses. In the third year, for example, students can study the problems of teaching home economics in a multi-cultural area.

In the professional studies part of the course students grapple with the problems of slow learners; they concentrate on the special methods and skills needed for teaching these children. They study the part home economists can play in the school curriculum; they develop materials



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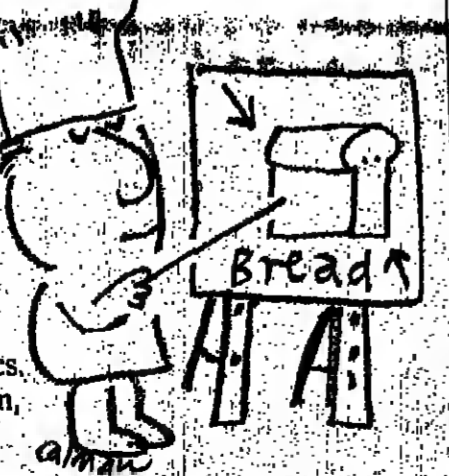
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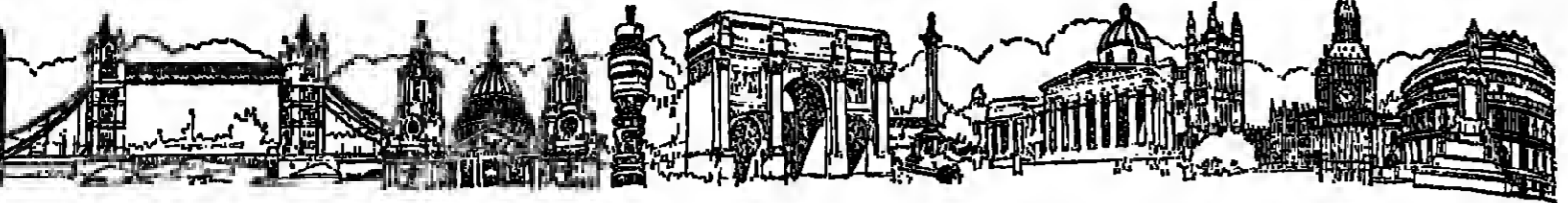
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SECONDARY Technical Studies continued

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Applications for September 1977 for posts in the following subjects: **SCIENCE**, **TECHNICAL STUDIES**, **PHYSICAL EDUCATION**.

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INDEPENDENT Science continued

KENT
Headmaster of Kent School of Science and Technology...

SURREY
Surrey School of Science and Technology...

WILTSHIRE
Wiltshire School of Science and Technology...

SUSSEX
Sussex School of Science and Technology...

WEST SUSSEX
West Sussex School of Science and Technology...

BIRMINGHAM
Birmingham School of Science and Technology...

DEVON
Devon School of Science and Technology...

TECHNICAL STUDIES
Technical Studies section listing various schools and courses.

Bolton Metropolitan Borough
Principal
Horwich College of Further Education
Applications are invited for the post of Principal...

LONDON, W.2
London School of Science and Technology...

SUFFOLK
Suffolk School of Science and Technology...

SURREY
Surrey School of Science and Technology...

WILTSHIRE
Wiltshire School of Science and Technology...

SUSSEX
Sussex School of Science and Technology...

WEST SUSSEX
West Sussex School of Science and Technology...

BIRMINGHAM
Birmingham School of Science and Technology...

DEVON
Devon School of Science and Technology...

TECHNICAL STUDIES
Technical Studies section listing various schools and courses.

By Subject Classification
Classics
English

Other than by Subject Classification
Bristol
Buckinghamshire

Mathematics
Birmingham
Bristol

Modern Languages
Birmingham
Bristol

Music
Birmingham
Bristol

Preparatory Schools
Headships
Hampshire

By Subject Classification
Classics
English

By Subject Classification
Classics
English

By Subject Classification
Classics
English

By Subject Classification
Classics
English

By Subject Classification
Classics
English

Other than by Subject Classification
Bristol
Buckinghamshire

Mathematics
Birmingham
Bristol

Modern Languages
Birmingham
Bristol

Music
Birmingham
Bristol

Preparatory Schools
Headships
Hampshire

By Subject Classification
Classics
English

By Subject Classification
Classics
English

By Subject Classification
Classics
English

By Subject Classification
Classics
English

By Subject Classification
Classics
English

COLLEGES OF FURTHER EDUCATION continued
AVON COUNTY TECHNICAL COLLEGE
BIRMINGHAM TECHNICAL COLLEGE

COLLEGES OF FURTHER EDUCATION continued
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COLLEGES OF FURTHER EDUCATION continued
BIRMINGHAM TECHNICAL COLLEGE
BIRMINGHAM TECHNICAL COLLEGE

London College of Printing
Elphinstone and Castle, London, SE1 8SA. Tel.: 735 8404

Principal Lecturer
in complementary studies

Principal Lecturer
in complementary studies

Principal Lecturer
in complementary studies

Principal Lecturer
in complementary studies

Principal Lecturer
in complementary studies

Principal Lecturer
in complementary studies

Principal Lecturer
in complementary studies

Principal Lecturer
in complementary studies

Principal Lecturer
in complementary studies

Department of Business and General Studies
Principal Lecturer
in complementary studies

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in complementary studies

STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
Further Education
Applications are invited for the undernoted posts. All candidates should have relevant industrial or commercial experience where appropriate. Teacher training would be an advantage, but training will be given on an in-service basis if necessary.

COLLEGES OF HIGHER EDUCATION continued

CLYWD
ATHLETIC FOOTBALL CLUB
THE NORTH EAST WALLS
INSTITUTE OF HIGHER
EDUCATION

CLYWD
Athletic Football Club
The North East Walls
Institute of Higher
Education

CLYWD
Athletic Football Club
The North East Walls
Institute of Higher
Education

CLYWD
Athletic Football Club
The North East Walls
Institute of Higher
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CLYWD
Athletic Football Club
The North East Walls
Institute of Higher
Education

CLYWD
Athletic Football Club
The North East Walls
Institute of Higher
Education

Teacher
(Observation & Assessment Centre)
Salary: Scale 1 plus 879 p.a. Extraneous Duties Allowance plus £584 p.a. Forfeited Remand Home Allowance plus £120 Outer Fringe Payment (if non-resident)
Boyle's Court is a Regional Assessment Centre for 46 boys incorporating a day and intensive care (Secure) Unit in Great Wyalley, Brentwood.

LANCASHIRE
HIGHER EDUCATION
OFFICE
SUSSEX AREA
Institution for the
Education of the
Handicapped

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STAFFORDSHIRE
EDUCATION
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MAGIC ART, DISMAL SCIENCE

Reading is now at last being seen for what it is - a crucial gift without which no citizen can easily take his place in society.

The July 15 issue of the Times Educational Supplement will contain articles by teachers, parents and specialists on a wide variety of aspects of learning to read, from the initial stages for infants to the problems of adult illiterates.

SOUTHWARK CATHOLIC CHILDREN'S SOCIETY ST. VINCENT'S, DARTFORD, KENT RESIDENTIAL SOCIAL WORKERS

This Catholic Community Home provides residential care for boys from 13 years upwards who are in the care of the London Boroughs. Applications are invited from candidates, preferably Roman Catholics, for the post of Residential Social Worker, resident or non-resident. While it is preferred that candidates will have experience of working in a residential setting with adolescent boys, applications from persons with a background in nursing, teaching, youth work, occupational therapy, will be welcome.

YOUTH AND COMMUNITY SKIWORK continued

KENT
COMMUNITY SKIWORK
OFFICE
SUSSEX AREA
Institution for the
Education of the
Handicapped

Primary School Teacher Cameroun-West Africa

We are about to establish a primary school at Edes in the Cameroun to initially accommodate 10 children of our British expatriate staff employed on the construction of a pulp mill. The children's ages will range from 4-11 years and the first term commences in early October. In close association with a local French expatriate company school.

GERMANY

The Centre for British Teachers Limited has a number of vacancies remaining for teachers wishing to teach ENGLISH in GRAMMAR SCHOOLS (GRAMMARSCHULEN) in NORDRHEIN-WESTFALEN for the academic year 1977/78.

NATIONAL CHILDREN'S HOME GLAMORGAN

Applications are invited for the post of HEAD of the Community Home with Education on the Premises. The NCH is looking for a well qualified and experienced person to provide effective, imaginative and professional leadership. The appointment will become effective on 1st January, 1978, at a time when considerable development is envisaged.

EAST SUSSEX COUNTY COUNCIL DEPUTY WARDEN

HOLLINGTON YOUTH AND COMMUNITY CENTRE St. Leonards-on-Sea, Sussex Applications are invited from suitably qualified persons for this post which becomes vacant on 1st September, 1977. The Centre is the responsibility of a voluntary body and is situated between a well-established community and a town expansion area.

Wellington Boys' Club Full Time Youth and Community Worker

Wellington is an expanding town in the rural county of Northamptonshire. The club is sponsored and managed by a voluntary management committee. The post offers opportunities for developing the socio programme already established. Candidates must be qualified experienced Youth & Community workers or teachers with youth and community work experience.

Overseas Appointments

SYDNEY
TEACHERS' COLLEGE
LECTURERS
A Sydney Teachers' College is seeking applications for the post of Lecturer in English. The post is in an independent secondary school and offers the opportunity to develop a progressive and innovative approach to the teaching of English. The post is for a full-time position and involves a commitment to the college for a period of two years.

Arabic text on the left margin.

HEAD OF NEW INTERNATIONAL SCHOOL (Iran)

Araham Foundellon, Kerman Headmaster required for September, 1977, to plan and establish new British-type International school and to be responsible for all educational aspects; due to (3 to 10 years) in all educational aspects; due to open September, 1979, for selected age-groups. Degree and teacher's certificate plus 15 years' teaching experience including 5 years as head of all-range school with boarding accommodation. Overseas experience desirable; also experience of planning school buildings. Men only; preferably 38 to 50 years. Salary: £20,000 pa approx (under review). Benefits: free furnished accommodation, family fares, baggage allowance, 10 per cent terminal gratuity, free medical facilities. Two-year contract renewable. Return fares air paid. Local contract is guaranteed by the British Council. Please write briefly stating qualifications and length of appropriate experience quoting relevant reference-number and title of post for further details and an application form to the British Council (Appointments), 65 Davies Street, London W1Y 2AA.



OVERSEAS Appointments continued
SWITZERLAND
University vacancy for senior teacher in French and English in the 1st and 2nd years of the school. Candidates should have a degree in the subject and have experience of teaching in an international school. Salary: £10,000 p.a. plus 12% superannuation. Applications should be sent to the Director of International Schools, The British Council, 65 Davies Street, London W1Y 2AA.
BOYSWANA
Learner Development Centre for Mathematics and English in the 1st and 2nd years. Candidates should have a degree in the subject and have experience of teaching in an international school. Salary: £10,000 p.a. plus 12% superannuation. Applications should be sent to the Director of International Schools, The British Council, 65 Davies Street, London W1Y 2AA.
ARGENTINA
Vacancy for English-speaking person with 10 to 15 years' teaching experience in a secondary school. Salary: £10,000 p.a. plus 12% superannuation. Applications should be sent to the Director of International Schools, The British Council, 65 Davies Street, London W1Y 2AA.
LEBANON
Vacancy for English-speaking person with 10 to 15 years' teaching experience in a secondary school. Salary: £10,000 p.a. plus 12% superannuation. Applications should be sent to the Director of International Schools, The British Council, 65 Davies Street, London W1Y 2AA.
CANADA
Vacancy for English-speaking person with 10 to 15 years' teaching experience in a secondary school. Salary: £10,000 p.a. plus 12% superannuation. Applications should be sent to the Director of International Schools, The British Council, 65 Davies Street, London W1Y 2AA.
FINLAND
Vacancy for English-speaking person with 10 to 15 years' teaching experience in a secondary school. Salary: £10,000 p.a. plus 12% superannuation. Applications should be sent to the Director of International Schools, The British Council, 65 Davies Street, London W1Y 2AA.
GERMANY
Vacancy for English-speaking person with 10 to 15 years' teaching experience in a secondary school. Salary: £10,000 p.a. plus 12% superannuation. Applications should be sent to the Director of International Schools, The British Council, 65 Davies Street, London W1Y 2AA.
DANISH ISLANDS
Vacancy for English-speaking person with 10 to 15 years' teaching experience in a secondary school. Salary: £10,000 p.a. plus 12% superannuation. Applications should be sent to the Director of International Schools, The British Council, 65 Davies Street, London W1Y 2AA.

OPPORTUNITIES IN NORTHERN NIGERIA

The Kano State Government has recently established a Management Board which has specific responsibility for promoting the study of the sciences at secondary school level.
As a result of this brief, applications are now invited from suitably qualified candidates for the following positions:
PRINCIPAL N7,784-N8,724
Candidates should hold a scientific honours degree and a diploma in Education. Considerable relevant experience and proven administrative ability are also essential.
VICE-PRINCIPAL N7,104-N7,752
Candidates should have the same qualifications as those applying for the position above, plus proven relevant experience and the ability to act as coordinator between the Principal and members of the teaching and ancillary staff.
DEPARTMENT HEADS N5,460-N7,752
Vacancies exist at this level for the following departments: English; Mathematics; Physics; Chemistry; Biology; Geography; and Technical Drawing.
Candidates should hold a relevant honours degree and, ideally, a diploma in Education. Proven teaching experience is essential.

LIBYA
INTERNATIONAL TRAINING CENTRE OF LIBYA
The Libyans, which is sponsored by the Libyan Government, are currently seeking suitably qualified teachers for various departments in the country. We are interested in the following subjects: Mathematics, Physics, Chemistry, Biology, Geography, and Technical Drawing. Candidates should hold a relevant honours degree and a diploma in Education. Teaching experience would be an advantage.
CONDITIONS
Appointment will be made on contract basis and there is an attractive package of fringe benefits. Salary: As at 20 June, 1977 £1-N1, 1988
METHOD OF APPLICATION
Candidates are asked to forward: 2 copies of their CV together with photostat copies of degree, diploma, etc the names and addresses of 3 referees; and 2 recent passport size photographs by registered post to: Mr M. N. Nwokoya, Nigeria High Commission, Recruitment Section, 9 Northumberland Avenue, London WC2N 5BX.
CLOSING DATE:
All applications should reach the High Commission by 15 July, 1977. Anyone wishing to apply after this date should write directly to the Executive Secretary, Science Secondary Schools Management Board, PMB 3147, Kano, Nigeria.
Nigeria

THIKA
TEACHERS OF MATHS
We are seeking suitably qualified teachers for various departments in the country. We are interested in the following subjects: Mathematics, Physics, Chemistry, Biology, Geography, and Technical Drawing. Candidates should hold a relevant honours degree and a diploma in Education. Teaching experience would be an advantage.
TURKEY
TEACHERS OF MATHS
We are seeking suitably qualified teachers for various departments in the country. We are interested in the following subjects: Mathematics, Physics, Chemistry, Biology, Geography, and Technical Drawing. Candidates should hold a relevant honours degree and a diploma in Education. Teaching experience would be an advantage.
AFRICA
TEACHERS OF MATHS
We are seeking suitably qualified teachers for various departments in the country. We are interested in the following subjects: Mathematics, Physics, Chemistry, Biology, Geography, and Technical Drawing. Candidates should hold a relevant honours degree and a diploma in Education. Teaching experience would be an advantage.
SUFFOLK
TEACHERS OF MATHS
We are seeking suitably qualified teachers for various departments in the country. We are interested in the following subjects: Mathematics, Physics, Chemistry, Biology, Geography, and Technical Drawing. Candidates should hold a relevant honours degree and a diploma in Education. Teaching experience would be an advantage.
ITALY
TEACHERS OF MATHS
We are seeking suitably qualified teachers for various departments in the country. We are interested in the following subjects: Mathematics, Physics, Chemistry, Biology, Geography, and Technical Drawing. Candidates should hold a relevant honours degree and a diploma in Education. Teaching experience would be an advantage.

OVERSEAS TEACHING POSTS

3 TEACHERS OF ENGLISH (SAUDI ARABIA)
Institute of Public Administration, Riyadh. Candidates, men only, must be graduates with a university TEFL qualification and 1 year's ELT experience. Salary: 38,400 SR-80,000 SR per year (16,336-£8,900 approx). No local taxation. 12% bonus. Benefits: free accommodation with basic furnishings. Single men will be required to share accommodation. 1 year contract renewable. 77 AD 98, 106-107
DIRECTOR OF STUDIES (GREECE)
The British Council Institute, Salonika. Candidates, preferably in the age range 30-45 should be university graduates with a PGCE with experience. Previous experience as Director of Studies or Head of Department desirable. Salary: Dis 19,000-91.30,770 per month (approx. £3,766-£5,808 p.a.). Benefits: annual bonus; 2 year contract renewable. 77 RD 29
TEACHER OF ENGLISH (IRAN)
Irano-British Ship Management Co., Abadan. To teach general and technical English to FCE level to naval cadets and ratings, and help prepare ESP materials as required. Degree/teacher's certificate and 3 years' relevant experience essential. Postgraduate TEFL qualification and experience of materials preparation/ESP desirable. Salary: £3,732-£4,374 p.a. Benefits: Abadan Allowance; free furnished accommodation; employer's portion of UK superannuation; 2 year contract with the British Council. 77 HD 34
ELT ADVISER (SENEGAL)
Ministry of National Education, Dakar. To advise the Minister of National Education on all aspects of ELT in schools, co-ordinate ELT methods, review examinations, advise on teacher training, organise in-service courses for teachers and inspect schools. Degree, preferably in English or Modern Languages, MA in Applied Linguistics or full-time (one year) Diploma in ELT, a minimum of 5 years' appropriate overseas experience and knowledge of French essential. Salary: £5,210 p.a.-£7,054 p.a. + 10% Inducement allowance. Benefits: free accommodation; overseas and children's allowances and other benefits; 2 year contract renewable. 77 CE 13
2 TEACHERS OF ENGLISH (BAHRAIN)
British Council Teaching Centre, Manama. Duties will include 18 hours (Maximum) ELT, materials production and teacher training. Candidates, single men only, should have a university TEFL qualification and 3-4 years' relevant experience in teaching English. Salary: £3,732-£4,374 p.a. No local taxation. Benefits: free furnished accommodation (shared); overseas allowance £81-£842 according to salary; 2 year contract renewable. 77 AO 111-112
TEACHER OF ENGLISH (ITALY)
The British Council Institute, Naples. Candidates should hold a degree, preferably in English or Modern Languages, together with a postgraduate TEFL qualification and have a substantial, varied EFL experience. Salary: £4,589-£5,819 p.a. (at present exchange rate) £3,660-£4,452 p.a. at present exchange rate. Benefits: annual and terminal bonuses; local contract 1 year renewable. 77 RD 106



ELECTRONICS TEACHERS

£7,250 TAX-FREE
Electronics Teachers are required to join the staff at the King Fahd Air Academy at Riyadh, Saudi Arabia, where they will give instruction to students of the Royal Saudi Air Force who are being trained as pilots.
Applications are invited from graduates aged 28-60, with a degree in Electronic or Electrical Engineering and at least three years' teaching experience.
The successful candidates will receive free accommodation, mess, medical care and other benefits. There is also generous travel-paid leave to the UK.

Please apply with brief details of appropriate experience to: The Personnel Officer (S.A.) Dept. 801/755, Saudi Arabian Support Dept., British Aircraft Corporation, Warton Aerodrome, Preston, Lancs. PR4 1AX.



THE HIGHER INSTITUTE OF ELECTRONICS BENI WALID

The Embassy of the Socialist People's Libyan Arab Jamahiriya

The Institute of Electronics caters mainly for undergraduates and lectures are conducted in English, Italian, Urdu and Arabic. Courses in Electronics and Communications Engineering leading to a B.Sc. Degree. The Institute is situated at Beni Walid, 170 km from Tripoli, where all students will find the most comfortable on campus. Members of staff are strongly encouraged to undertake their own research.
Vacancies for staff members exist in the following fields:
1. Mathematics
2. Physics
3. Engineering Drawing and Descriptive Geometry
4. Mechanical Engineering
5. Mechanical Workshop Supervisors
6. English Language (preference will be given to native speakers with TEFL experience)
7. Circuit Theory
8. Electronics
9. Computer Sciences
10. Communications
11. Instrumentation and Control
12. Microprocessors and Radar Technology
13. Technicians are also required to run the various Laboratories of the above fields.
The minimum qualifications for Academic Staff are M.Sc., and/or Ph.D. (teaching experience is preferred).
The minimum qualification required for Technicians is a City and Guilds Technician Diploma or equivalent (preference will be given to candidates with previous experience).

Grade	From	To	Annual Increment	Total Increment
Professor	5200 LD	6480 LD	120 LD	0
Associate Prof.	4040	5790	170	0
Assistant Prof.	4590	6040	150	0
Lecturer	4180	4562	382	0
Asst. Lecturer	3510	4150	100	0
Lab. Technician	Salary dependent upon qualifications and experience			

- In addition staff members receive the following benefits:
1. The Institute provides tourist class air tickets for the staff member, his wife and four members of his family under the age of 13, to and from the place of recruitment to Libya.
2. The Institute will pay 25% of the excess baggage charge at the beginning and end of the staff member's service.
3. Fully furnished accommodation is provided by the Institute.
4. A tax free gratuity of one month's salary is given for each subsequent year of service.
5. The Institute provides full medical service, for staff members and their families. Successful candidates will take up teaching posts in September, 1977. Interviews will be held in mid-July.
Suitably qualified persons are invited to send curriculum vitae to: Eng. Mohammed Surt, Higher Institute of Electronics, P.O. Box 12041, Tripoli, Libya.

COLLEGE OF TECHNOLOGY CALABAR, NIGERIA

Applications are invited for the following courses:
BUSINESS STUDIES
Principal Lecturer, Senior Lecturer: Accounting, Management and Civil Accounting, Taxation, Management Studies, Business Law, Office Administration, Secretarial Office, Office Practice, Typewriting, Office Administration, Secretarial Office.
CIVIL ENGINEERING
Senior Lecturer and Lecturers: Surveying, Engineering, Structures, Hydraulics and Hydrology, Water Supply and Sewage Disposal, Bridge and Technical Structures, Building Construction, Woodwork, Scaffolding and Contracting, Quantities and Specifications, Estimating and Estimating.
ELECTRICAL ENGINEERING
Principal Lecturer, Senior Lecturer, Lecturers, Principal Technical Instructors and Technical Instructors: Control and Distribution, Electrical Telecommunications, Power, Motors, Generation and Transmission, Supply and Utilisation, Energy Conversion.
ENVIRONMENTAL STUDIES
Principal Lecturer, Senior Lecturer, Lecturers: Architecture, Land Surveying, Quantity Surveying, Town Planning, Building Services, Urbanisation and Estate Management.
MECHANICAL ENGINEERING
Principal Lecturer, Senior Lecturer, Lecturers: Thermodynamics, Refrigeration, Production Engineering, Auto-motive Engineering, Theory of Machines, Fluids, Strength of Materials, Technical Instructor and Technical Instructors in Air Conditioning, Refrigeration, Automobiles Engineering and Plant Maintenance.
LANGUAGE AND COMMUNICATION
Principal Lecturer, Senior Lecturer, Lecturers: English, Technical Communication, Journalism.
NATURAL & APPLIED SCIENCES
Lecturers and Senior Technical Instructors: Physics and Biology.

Grade	Appointment	Contract Addition
Principal Lecturer	£16,447.24	£1,611.61
Senior Lecturer	£11,816.43	£1,181.61
Lecturer	£7,250.76	£725.08
Senior Technical Instructor	£5,151.53	£515.15
Principal Instructor	£3,732.43	£373.24
Technical Instructor	£2,705.43	£270.54

KENFORD ASSOCIATES
48 Warren Road, Guildford
SURREY GU1 2HE
Telephone: Guildford (0483) 68877
INTERVIEWS WILL TAKE PLACE DURING JULY

How's your lifestyle?

Frances Hill on radio

Of all the issues which caused so much domestic upheaval and conflict in the fifties and sixties... smoking was well in the forefront. It symbolized the new range of choices in a "lifestyle" itself.

Since it is arguable that much of the anguish provoked—largely in parents of young adult offspring—by "permissive" attitudes to soft drugs, premarital sex, homosexual reform and other sixties-ish issues...

The medical dangers of pot were thoroughly examined by two outstanding professors of pharmacology. William Paton, of Oxford University...

But the desire to avoid giving offence—and, presumably, receiving vast sack-folds of emotional mail—is naturally conducive to the substitution of a concerned, earnest tone for a genuinely trenchant assessment of focus and opinions.

On Ilkley moor...

Shirley Toulson

Like conferences, literary festivals seem to have well in old-Victorian spate—first Cheltenham, now Ilkley. Perhaps there is something in the water after all.

Like any other festival, it has its frills, and among the most lively of these events recently were the doily activities which took place at the children's Book Fair, organized by Brenda Marriott and members of the Bradford branch of the Federation of Book Groups.

approach—that the peg for the programme was the proposed amendment to the Criminal Law Bill, which suggests the possibility of imprisonment on summary conviction for the possession of cannabis...

Since the seventies alternatives to conventional things, tastes, the passions, and the way of life in the sixties. But, as a result of developments in medical and scientific knowledge, as well as social and economic changes...

Radio 3's *Lifelines* wound up its series *You Are What You Eat*, with an interesting and generous appraisal of the merits of vegetarianism but a weak recommendation, from its nutritionist, Alan Cameron, to "eat a balanced diet."

Radio 3's *Lifelines* wound up its series *You Are What You Eat*, with an interesting and generous appraisal of the merits of vegetarianism but a weak recommendation, from its nutritionist, Alan Cameron, to "eat a balanced diet."

Guest speakers included Elizabeth Tylden, a consultant psychiatrist at University College Hospital, London, who tackled in a highly emotive but unconvincing way the persistent, continually smoking leads to "dropping out" and an unsettled lifestyle by the time the smoker is 30, and Victor Lissack, a lawyer, who unconvincingly

Flags flying

It was rather splendid and very British: a gala performance for the Jubilee weekend, the parents in evening dress (I don't often get asked to wear a dinner jacket when reviewing a school play), and all of us in a warm summer evening, watching a new play about the importance of proper drama.

Upphams in the New is a dramatized documentary, written by Upphamian history teacher, Nigel Richardson. He would have had trouble in finding a more compulsive story.

1875 was wet. Uppham, a small, isolated market town in the East Midlands, had inadequate drains and no water supply (water from a well on the village was not used). The number of cases of typhoid fever increased in both the town and especially in the village boarding houses at the public school. Blister wrangling broke out between the town authorities, the school trustees and the master, the latter led by the indomitable Mr. Thring. The humongous themselves paid for improvements to the sanitary arrangements in their houses and typhoid recurred. The town still delayed in providing a sewer, the master and the trustees, Thring moved his entire school to a Welsh seaside hotel for a year.

Nigel Richardson is to be congratulated on his research and writing. He has produced an illuminating study of the tensions that exist between "closed" educational institutions and local authorities, and captured exactly the clumshy nature of a public school that helps to thrive when under attack or in a time of major transition.

This play was perhaps not best directed but it was a series of self-contained scenes. This style of documentary needs real pace with sudden juxtapositions and with some merging of scenes. The play was left in semi-blackout to become anxious about the practicalities of the production. The play was obviously a mediocre experience for present day pupils.

Equally obvious was the fact that the play, which was written in 1972, which specialises in early music. Its members worked with the Justus Theatre Company to produce five programs: *Richard and Be Glad*, a compilation of words and music from the Tudor Court, which formed Ilkley's contribution to Jubilee Day.

The box and the printed word

Frances Hill on the BBC's educational publishing policy

BBC is rightly respected throughout the world for the quality and quantity of its educational output. It produces frequently winning international prizes and millions of people in this country benefit from this virtually free source of education.

In Lawrence's script and in the further education literature of the year from this virtually free source of education. The result of these discussions and calculations has been this significant cut in publications over the past three years which has affected both the number of titles and the size of books actually printed. The official BBC policy is that this cut has been forced on it. Advice from a number of bodies such as the DES highlighted the grave financial situation, particularly in primary schools, and galloping inflation with ruinea increases in paper and labour prices sealed the matter.

Co-opted to this is the statutory requirement that in the global schools budgeting account must not make a profit, nor a loss. In practice this has meant an accounting policy which defines profit and loss, relatively and for most circumstances in the short term.

Certain other constraints are being applied as from this year to purchasing, principally that of cut-off dates for ordering. So far this appears to have outweighed little criticism from teachers and it may prove a sensible way of cutting distribution costs, but the fact remains that if you do not order by July 29 for the autumn term, September 16 for the spring term and December 2 for the summer term you will not be able to purchase even if you wanted to.

readers has not been satisfactorily researched. The argument has been advanced by the BBC that by cutting publications from one series, purchases increase in another. This has even led to profit-making publications being cut in order to remain within the notional gross figure that can be taken from schools. There is, however, very little evidence to suggest that, at grass roots level, money is automatically diverted from one publication to another in this near administrative way.

Another danger of which many producers, particularly in radio, are aware, is that the quality of those items which do remain is at risk. Being cutting, for instance, the number of pages, a cut-off point may be reached whereby the booklet becomes of little value.

Certainly the fact does not only lie with the broadcasters. Many schools could improve their administration. There is little excuse for teachers still complaining that they do not know of a series since a browse of attractive, concise and informative literature is sent to every school in the country.

Even where broadcasts are being produced, the quality of discussion, preparation and cross-fertilization which accompanies their presentation is often unprofessional—and specialist series and more aggressive.

Attitudes of Mind

James Farrer

James Farrer's *Attitudes of Mind* is a book which is both simple and complex. It is a book which is both simple and complex. It is a book which is both simple and complex.

The film is an effective comic book on mongolian. James is a particularly nice friendly follow and much about his situation is as good as it could be. Problems such as what he will do after school, will look after him when his parents die or whether he will ever be able to find a sexual relationship are avoided.

Briefings

Radio and tv

FE and general interest
Secularization in Residential Communities (Saturday 11.40 VHF 4)
A discussion on the exchange scheme between Darlington Hall and Northcliffe Community High School.
The Community Spirit (Tuesday 7.05 BBC 2)
A case study of a family from a council estate in Nottingham.
As American as the School Bell (Thursday 06.40 BBC 2)

Professor Gerry Fawcett of the University of Exeter examines the problems of schooling in Racine, Wisconsin. He looks at the controversy surrounding bussing.
Aquarius (Saturday 22.30 ITV)
An appraisal of the music of Erik Satie, who died in poverty 50 years ago.
Sine, Maestro, Please! (Sunday 15.30 VHF 4)
Ten programme on how the listener can get more enjoyment from music.
Horde (Tuesday 19.00 Radio 3)

A series in which Bill Breckon looks critically at an area of modern life where there may be hazards to health.
Miraculous being released by technological progress?
Far the Love of Albert (Tuesday 21.25 BBC 2)
Nothing to do with Queen Victoria, just the name taken by Alan Plater to recreate his own experience with various agencies and authorities.
New Perspective (Friday 18.30 Radio 3)
Current events in the world of music and the arts are discussed.
Looking at Claudius (Friday 18.40 Radio 3)

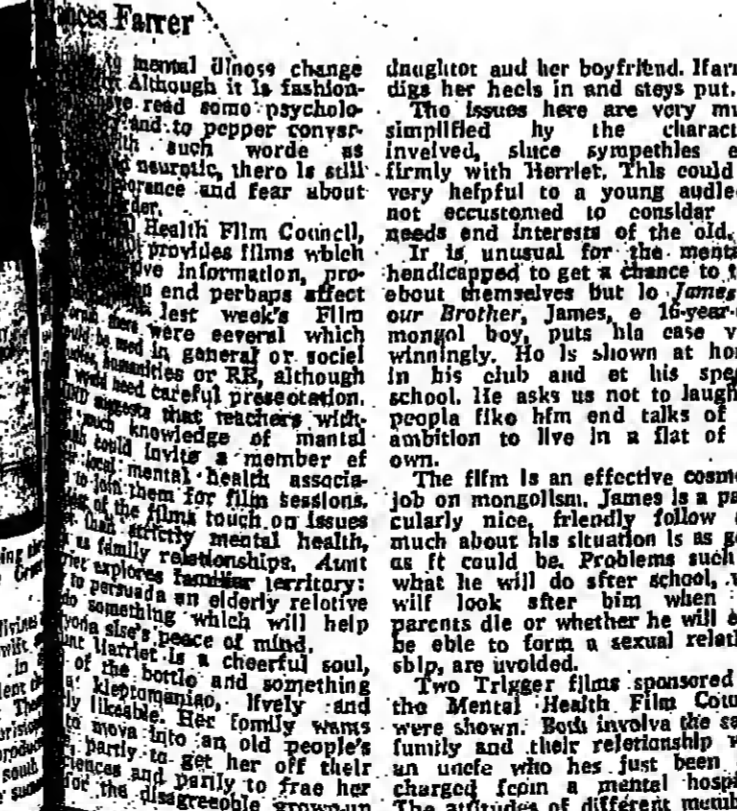
Three programmes of special interest in past and present views of the series J. Claudius.
Weather Outlook (Friday 19.00 Radio 3)
The creation of weather conditions and methods of forecasting are explained.
Introduction to Arabic (Sunday 14.30 VHF 4)
Fourth of 15 programmes in *Arabic for complete beginners*.
David Arnie Mifflin (Sunday 15.00 VHF 4)
English episode of Evelyn Kilmear's novel *Drei Männer im Schnee* for those whose German is fairly fluent.
On by in Spanish (Thursday 18.10 Radio 3)
This intensive course deals with "getting the tone".

Adolescent dream

Owen Surridge

Exploration of the body, emotions, mind and spirit in terms of earth, water, air and fire was the express intention behind *The Experimenter*, a film sponsored by the Leverhulme Educational Trust and recently previewed at the London University Institute of Education. A handsome, luscious young man, Michael Kohler, is whether to present the facts in a stark, documentary way or risk upsetting the audience or whether, as in all these films, to show a more acceptable picture. For the best approach and one that could get through fears and prejudices.

The film starts ordinarily enough, the camera following a young man through the opening activities of his portraits and colleges of education must change radically.
There are then, many features in our educational broadcasting of which we can be justifiably proud. Within the area of publications and current affairs, however, much has to be done before we can claim that we are making the best use of it.



The Idaho Company opening poetry bookshop in the schoolroom.